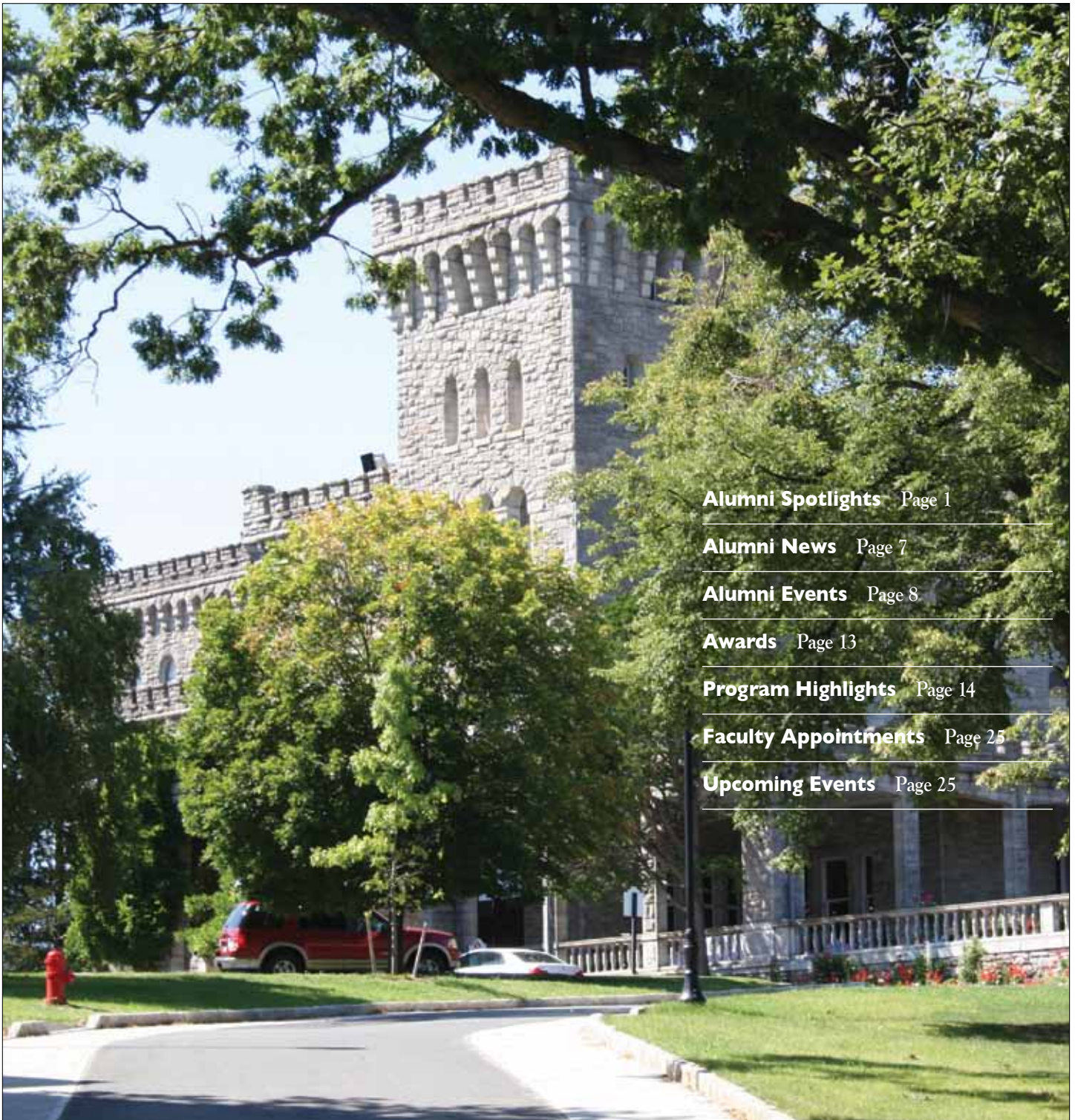


EDUCATION IS LIFE



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Greetings From The Dean

SHELLEY B. WEPNER

Dean and Professor, School of Education



Innovative Teaching! Valiant Educator! Distinguished Service! These are a few of the awards given to honor our alumni this past spring at our awards ceremony because of their uniquely positive impact on students, our profession, and our community. These awards are just a few of the many ways in which Manhattanville School of Education alumni are reconnecting with and being honored by their alma mater to rekindle old bonds and forge new relationships. Our inroads with alumni continue to flourish. Our alumni now are featured in faculty publications, presenting and writing with faculty, teaching undergraduate and graduate courses for us, and hiring our teacher and leader candidates for positions in their schools. For the first time ever, and because of alumni leadership, we sponsored an early childhood conference on fostering literacy through the arts during 2010-2011. The conference was so successful that a second annual conference on "Using Technology in the Early Childhood Classroom" took place this fall.

The School of Education Alumni Board—now with its own official bylaws and focused on outreach to and professional development for alumni—has developed programs for alumni to help with finding jobs, succeeding in careers, and cultivating qualities for effective teaching and leading. We encourage you to stay connected to our community, and we need you to tell us what we can do to help you reconnect by communicating with our Director of Alumni, Laura Bigaouette at Laura.Bigaouette@mville.edu.

The School's achievements during the 2010-2011 academic year would make you proud of your alma mater. In March, 2011, a team of reviewers from the National Council for Accreditation of Teacher Education (NCATE) visited to determine whether we were in fact meeting the six required standards to maintain our national accreditation. Alumni were involved in meeting with the team. We unofficially know that we passed all six standards AND met target levels for the quality of our faculty and the breadth and depth of our partnerships with our surrounding school community.

We admitted our first three cohorts of highly-qualified students to our newly approved doctoral program in

educational leadership. These students are experienced teachers (one of whom is a very active alumna) and administrators in the Lower Hudson Valley region, and already are preparing to write their dissertations on topics germane to their positions. The School of Education doctoral program actually was noted as an accomplishment for Manhattanville College when the Middle States team visited the college for its decennial review this past April.

Our signature community outreach program, the Changing Suburbs Institute® (CSI), now in its seventh year, has expanded to include eight professional development schools (six elementary schools, one middle school, one high school) that are dedicated to promoting and enhancing teachers' professional development and students' achievement. Manhattanville alumni employed at these schools, both as teachers and administrators, have been mentoring teacher candidates and participating in special projects to promote student achievement.

For 2011-2012, we have formed a collaborative with the University of Pennsylvania and the Putnam/Northern Westchester BOCES to expand the scope of professional development opportunities for school leaders in the region. These opportunities include a Penn Literacy Network English Language Learners Workshop Series and a Lower Hudson Valley Consortium for Excellence and Equity. We also are offering coursework in Applied Behavior Analysis at three different sites for those interested in seeking to become Board Certified Behavior Analysts: Goshen, NY, Putnam/Northern Westchester BOCES, and Hawthorne Country Day School.

As the field of education morphs yet again because of a new wave of politicians, legislators, and business executives imposing their views and discretionary funds on schools, we in the School of Education take heart in knowing that our alumni represent all that is positive about our field, and actually do everything possible to ensure students' achievement. Our alumni—our legacy—are the reason for the School of Education's sterling reputation in the PreK-12 community.

SCHOOL OF EDUCATION ALUMNI LIFE

School of Ed Alumni Spotlights

What I Learned in Third Grade (The Second Time Around)

BARRY OSTRER
(MAT '10, CHILDHOOD EDUCATION)

When I got the call last August asking me to be a third grade leave replacement at the school where I had been a student teacher, I immediately said yes. I had just graduated and was eager to begin my teaching career.

I hung up the phone and my mind raced to the many lesson plans that I had created as a grad student, the techniques discussed in school to manage the classroom, the ideas I had about setting up the classroom, and my experiences as a student teacher.



Roll the clock forward and I was standing by the classroom door on the first day of school greeting each of my students as they entered the classroom. I was determined to build a community of learners where each student felt safe and was motivated to learn. I was so eager to begin this experience.

My class consisted of three seven-year olds, 16 eight-year olds, and a nine-year old. While I anticipated behaviors that I would need to rein students in so that learning could take place, there was one thing that I did not expect. Almost on a daily basis, one of my students would dissolve into tears due to some interaction with a fellow student. While I am able to overlook some disruptive behavior in the classroom (e.g. a tapping pencil), crying would bring all academic pursuits to a screeching halt (pun intended).

It became clear to me that I needed to foster even more meaningful conversations on respect, kindness, and forgiveness. These items, while not on the curriculum map, were critically important to allow learning to take place. The classroom rules that we had developed together and agreed upon were not enough. I modeled and we then practiced how to say “I am sorry” and “I accept your apology.” I crafted mini-lessons on social behavior that I sprinkled throughout the day on a weekly basis.

And then came December. I came home one Friday and suddenly realized that no one had cried that week! A huge smile appeared on my face. The social skills of my students had greatly improved and we had indeed evolved into a community of learners.



I'll be teaching fifth grade in September, and while I do not expect crying, I will forever remember the 20 third graders and the valuable lesson they taught me: learning is truly a social experience.

Barry Ostrer graduated with a Masters of Arts in Teaching, Childhood Education in June 2010. As a Manhattanville Fellow, Barry provided Academic Intervention Services in math to young students in the White Plains School District and later taught third grade there as a long term leave replacement. Barry will be teaching fifth grade math in September at the Dwight-Englewood school in Englewood, NJ. Barry's first career was at IBM where he held positions as a computer programmer, sales professional, and public relations specialist.

“Do You See Me?” and Other Factors that Influence Early Childhood Discipline and Classroom Management

ROSEANNE BAXTER FRANK
(BA '86 ELEMENTARY EDUCATION N-6)

“Do ya’ see me? Do ya’ see me?” You can hear it in any classroom at any time. The children may not say those exact words, but they say it. They say it with their choice of words, their voice level, their behavior, and their interaction with others. How we interpret their behavior is critical to effective classroom management.

Acquiring techniques for discipline and classroom management is, for the most part, on-the-job, although some techniques are introduced in undergraduate work. When you enter field work, you need to be a sponge. You need to watch and listen. And then you need to experiment and see what works for you. I was fortunate enough to work with some master teachers to learn and acquire successful skills and techniques. For some, the following approaches may be familiar. For others they may be new approaches to put in your “bag of tricks.”

“I’ll get your attention, and it doesn’t matter if I do right things or wrong things to do it.”

Everyone including adults like to be acknowledged. We all like the pat on the back or hearing, “Job well done!” Children aren’t any different and sometimes we may be remiss in recognizing that in the everyday rules and routine of our classrooms. Barring any extenuating circumstances for challenging behaviors, attention-getting behavior is normal and should be expected. And for some children it doesn’t matter if it’s positive or negative behavior that gets someone’s attention, as long as they get attention. How, then, do you manage a classroom of 25 energetic, willful five-year-olds all running around seeking attention?

Let’s pretend we’ve just gathered on

the mat for morning meeting. Transition times are probably the most disruptive and we must regain the children’s composure. Everyone has their “sitting spot.” However we have one little boy John, who is fidgety and poking the girl next to him, meaning, “We just changed activities. I’m all excited and I want your attention!” We must restrain ourselves to realize that it is not a blatant disregard of meeting time rules, but most likely that he wants the attention from a friend. Scenario one is we could draw attention to his behavior. Call his name; give him a reminder of the rules and that it is time to pay attention. But he knows that, for the most part. Some approaches say, if the behavior continues, to next ‘give a warning.’ Then there is the time-out or being sent to the office. In this approach, he is receiving reinforcement (your attention) for negative behavior. There’s another approach which respects the stages of social development of the child and maintains their dignity. In scenario two we give verbal recognition to those students exhibiting the desired behavior. “I like the way Isabelle is sitting, and Jason and David...”, continuing this until John realizes on his own what is expected of him. He wants to be recognized too just like the others. When you see John regain composure, catch it! Compliment him too. This achieves two things: One, those children who display the desired behavior are being recognized and, two, John has an opportunity to correct himself and practice self-monitoring. And he’s finding that good things will happen when he participates in socially acceptable ways. Recognition can be a powerful incentive.

Let’s look at two other factors that would influence the smooth sailing of lessons.

“I’m bored but I won’t tell you that.”

Diagnosing disruptive behavior can be tricky. Sometimes you need to run through the laundry list of causes very quickly. Children have their own language when it comes to letting you know if they think what you are doing is interesting; it’s through their behavior. Everyone has different interest levels and attention spans, and studies have shown how (with everyone) attention drifts in and out during activities. Keeping that in mind, you need to decide if their listening or not listening affects the ultimate purpose of your lesson. Choose your battles.

Suppose you are reviewing instructions for an art project and you see Mary drawing with her finger on the carpet. She may be listening, she may not. If it seems that her attention drifts, once again, mainstream instruction suggests calling her name. Get her attention to you (and draw attention to the child, possibly embarrassing her). This is another approach may be to include her in your presentation. “Mary, how about you come up here, sit next to me and hold this poster. You can point to each line as I say it.” Mary may be an interactive learner and needs to touch, feel and move to process information. (Another reason why it is so imperative to know your students well). The second approach maintains Mary’s dignity, makes her feel important and honors her learning styles.

“There are so many interesting things going on, I don’t know what to focus on!”

Let’s hope your classroom is that interesting! Filtering input is incredibly difficult for many children and that much more difficult for little ones who are learning to self-monitor their behavior.

In this example, let’s say the children are all in seats at the work tables. We

Continued on page 3

just changed activities. There are art materials in the center of the table; the children are sitting at the tables to do “big kid work” - yay; oh, and the chair moves and it makes interesting sounds on the floor; new friends are sitting next to and across from them; you are moving around, talking, holding up very interesting stuff. My goodness, where to focus? As you discuss what you will do, you notice that David is chatty, touching the art materials and missing the instructions. Divert, re-direct and include. You can walk by and a mere passing touch on his hand, his head or shoulder will draw his attention to you. Make eye contact. This never fails. Also, you can continue talking about the project and draw David into the conversation with a question. In diverting his attention, including him in the conversation, we find he has something wonderful to say. We compliment him and most likely he has a huge smile. Correcting in this way does not draw attention to David’s negative behavior but helps him correct himself.

Self-discipline is one of the last stages to develop in children. It is difficult to self-monitor and attain right-reaction responses. One of our many responsibilities is to help them move through stages of development. They may not get it the first time; they won’t be

right every time. But by forecasting and knowing where the behavior originates helps us to manage from a positive perspective instead of from a place of constant “damage control”.

So let’s return to our original question: How do you manage a classroom of 25 energetic, willful five-year-olds all running around seeking attention?

There are four very easy rules to remember.

- **Expectations are clear.** Children need to know their boundaries at all times. The rules should never be a surprise and you reinforce the rules incidentally by recognizing those who follow them.

- **Catch the Good Stuff. Downplay the negative.** Always try to catch them doing “Good Stuff.” So go ahead. Acknowledge them. But acknowledge them on the terms that help to instill socially acceptable behavior.

- **Divert or re-direct negative behavior.** Give them the chance to practice self-discipline. Re-directing or diverting inappropriate behavior is a tactic to which the children respond. They will recognize it for what it is and they will respond more quickly each time it is used. Consider including them

whenever possible and they become an interactive learner.

- **Predictability and Consistency.** The children need to know how you will react in situations, and your reactions should be consistent regardless of the happenings.

There are many factors that can derail your lessons and there are many ways to manage the behavior. Only a few are presented above. And although the examples are early childhood, the philosophy and some of the techniques are applicable for older groups. You can decide if these approaches are right for you.

Remember that the greatest solution to disruptive behavior is reading the environment and predicting it. If you adopt the philosophy that all children aim to please, if you understand their age-appropriate stages, and that you can always in all situations maintain their dignity and promote their self-worth, you will undoubtedly come up with many more ways to address whatever situation arises.

About the Author: Roseanne Baxter Frank is a 1986 undergraduate of Manhattanville with certification in Elementary Education N-6. She earned her M.S. from Hofstra University in '92 with certification in Reading K-12 and Clinical Diagnosis and Remediation. She has taught on the early childhood level for over 10 years. She is an active member of the School of Education Alumni Board.

SOE Literacy Alum Published in *The Reading Teacher*

Samantha Caponera, (MAT '10 Literacy) was published in *The Reading Teacher* in 2010. Her article “Taking the Plunge” was published in the *View from the Chalkboard*, a column that is written by current elementary school teachers for elementary school teachers.

In her article, Samantha reflected on a humbling incident that she felt served as a metaphor for teaching under difficult conditions. Samantha recounted in her article the day that she was leading her first grade class to an art class and as she led them down the stairs, she fell down the stairs. Uninjured, Samantha picked herself up and proceeded to announce to her class that is why they must always hold on the railing when going down the stairs.

Samantha reflected on this incident and discussed the following points in her article:

- A true teacher finds a teachable moment under all circumstances. She said that teaching is authentic and instinctive.
- Teachers understand the importance of differentiation
- Teaching is not easy. Samantha points out that the trick is “to pick yourself up and use each experience as a teaching tool.”

Samantha shared that a teacher’s “influence may not be apparent at all times but advises teachers not to underestimate its potential or significance.” She reminds teachers that “every job you take, every student you teach, you make a difference and an impression.”

Samantha is a first grade teacher at the Bronx Charter School for Children in the Bronx, New York.

Critical and Creative Thinking Through Team Learning

CRISTINE GILLILAND
(MAT '98)

TEACHER, SCARSDALE MIDDLE SCHOOL
CGILLILAND@SCARSDALESCHOOLS.ORG

The goal of my school year is developing activities within the curriculum (Ecology and Physics) that, not only challenge the students to think critically and creatively, but to connect their school learning to real world situations. During the course of the school year, the students participate in activities called POGILs (Process-oriented guided-inquire learning). This style of project work was developed under the leadership of David M. Hanson of Stony Brook University (<http://www.pcrest.com/PC/pub/POGIL.htm>). The goal of POGIL is to promote student involvement in their learning. Each POGIL activity is set up to allow students to construct their own understanding based on prior knowledge, following a cycle of exploration, concept formation and application.

Prior to the first POGIL activity we discuss what it means to be part of a learning community, take responsibility for learning and helping others learn. The students are actively engaged in thinking as they draw conclusions by analyzing data, models or examples and by discussing ideas. They work together in self-managed, heterogeneous teams of three or four students to understand concepts and solve problems. They also reflect on what they have learned and how they are performing as a team. As the teacher, I become a facilitator of their learning.

The questions in POGIL are “guided” in that there are some questions that are informational, some that ask the students to synthesize what they have learned, others ask them to apply their knowledge to solve problems and other questions do not have a “correct” answer but have “logical” conclusions. The first POGIL the students participate in, “What’s So Special About a Biome?”, is at the end of the Ecology unit. As background information/prior learning, the students refer to their textbooks, class notes and additional references, provided in the packet.

There are times during the course of working on POGIL

when the students may need to stop the “learning” aspect to work on the “process” of working in the teams. At these times students talk about how their team is handling the interpersonal relationships and if there are ways they can improve in order to accomplish their task. All teams will reflect at the end of each class period about strengths (and why they are strengths) and improvements needed (and how they can be improved the next day).

At the end of the POGIL activity, usually one week, the teams fill out a “Strategy Analyst’s Report.” This includes a reflection on the team’s learning, a self-assessment about the team’s performance and the grade they think the team should receive. In addition to the team’s reflection, each student completes an individual self-reflection. The individual reflection is not graded or returned to the student, but used by the instructor to evaluate the activity.

What I have discovered, over the 3 years that I have been conducting POGIL activities, is that the students are totally engaged in the learning and in the process of learning. They gain a lot of confidence in what they know and what they are able to learn from each other. The discussions get more detailed each day and with each POGIL they complete. At this time I have designed POGILs on Biomes, Coral Reefs, Carbon Cycle and am in the process of revising three on Simple Machines and one on Skateboard Parks (to be completed at the end of the Physics unit). If you are interested in learning more about how I use POGILs in my classroom, you can contact me at the above email address. I am sold on POGILs!

Third Recipient of Mary K. Humphreys Endowed Scholarship



Heather Doneit and her husband (front seated) with the family of Mary K. Humphreys and Terri Barrett and her husband.

The third annual Mary K. Humphreys Endowed Scholarship in Special Education Benefit Dinner was held on Saturday, June 4, 2011 at Reid Castle at Manhattanville College.

The guests, faculty, and staff who attended the reception and dinner honored and celebrated the memory of Mary K. Humphreys. They also met Heather Doneit, the third recipient of this endowed scholarship, the first to be established in the School of Education. Last year's scholarship recipient, Terri Barrett, and her husband also attended the dinner.

Mary's passion for teaching children

with special needs will continue through individuals like Heather Doneit, who completed her degree in Special Education at Manhattanville College. Heather believes that her real connection with and love for Special Education are based on her experience with Kids in Crisis in Cos Cob, CT, along with her five years as a Special Ed Teaching Assistant at East Elementary School in New Canaan, CT. Her time at Kids in Crisis was the catalyst for continuing her dedication to the Special Ed field. While there, she had the opportunity to help students with difficult family situations and those who were challenged in traditional learning environments by playing a significant role

in bringing them the self confidence they needed.

Heather's time at Manhattanville has also strengthened her professional and personal commitment to the special education field. She feels honored to have received the Mary K. Humphreys Endowed Scholarship.

Mary K. Humphreys received both her Bachelors Degree in Education and Masters Degree in Special Education from Manhattanville College. The new endowed scholarship was established in the Manhattanville College School of Education in 2008.

Manhattanville School of Education Alumni Board

The School of Education Alumni Board was formed in Fall 2008. The Board met five times over the past academic year. Board members serve on various committees that are part of Board activities: Program Committee, Awards Committee, By-Laws Committee, and the Development/Fundraising Committee.

Alumni provide the best input and feedback for programs and events for the School of Education. The Alumni Board also provides strategic direction for the School of Education alumni program.

MEET YOUR SCHOOL OF EDUCATION ALUMNI BOARD

David Bedard (BA '09)

Cliff Bond (MAT '10)

Deia Capella (MAT '99)

Samantha Caponera (MAT '10)

Barbara Flynn (MAT '06)

Roseanne Baxter Frank (BA '86)

Cristine Gilliland (MAT '98)

Margarete Goett (MAT '06)

Margie Hunter (MAT '07)

Dana Ventura Landesman (MAT '05)

Anderson Jones (AJ) (MPS '06, PD '09)

Reynolds Longfield III (MAT '04),

Soraya Martino (MAT '05)

Michael Newgaard (MAT '03)

Robert Orlando (MAT '09)

Barry Ostrer (MAT '10)

Terry Pavone (MAT '03)

Monique Reilly (MPS '00)

Art Wenzel (MAT '04)

Laura Woodson (MAT '06)

You Are Invited To Be a Part of the School of Education Alumni Board!

The SOE continues to strive to create rich experiences for its alumni, and to cultivate and sustain its relationship with alumni. Your ideas, perspective, and input are all needed! The purpose of the Board is to explore ways in which alumni can reconnect to Manhattanville School of Education to develop a mutually beneficial relationship.

Benefits to alumni include career development, professional development, personal development, and networking. Benefits to the SOE include program improvement, public relations, development, and the support of initiatives.

Help to create and develop ideas for your School of Education alumni community.

Create an alumni organization that you and your fellow alumni envision!

Contact Laura Bigaouette at (914) 323-5482 or Laura.Bigaouette@mville.edu

School of Education Alumni News

1979

Barbara Torre Veltri (MAT '79) is an assistant professor at Northern Arizona University Department of Teaching and Learning. In addition to her MAT from Manhattanville College, Barbara is certified in elementary education N-6 both in NY and CT and Secondary Education 7-12 social studies NY. Barbara has taught in Texas at the University of Texas at Arlington after teaching at Arizona State University. Barbara created Power Hitter Football and Baseball that teaches math and literacy through sports and a themed curriculum. In July 2008, she published work in *Education and Urban Society*, "Teaching or Service?: The Site Based Realities of Teach for American Teachers in Poor, Urban Schools." Dr. Veltri is the author of a recently published book, *Learning on Other People's Kids*. A review of this book was published in the journal, *Poverty and Policy*, and an article will be published in a new journal that debuts at the Congressional Black Caucus, Equity in Education, written by NPR talk show host Jabulani Leffal based in Kansas City. Dr. Veltri was also contacted to present a paper at a Work Education Congress in India.

1981

Diana Cayot-Boone (MAT '81, BA '77) is currently a Special Ed / Living Environment Teacher at E.D. Roosevelt High School in Hyde Park, NY. She earned her BA in Psychology at Manhattanville and an MAT in Special Ed/English Grades 7-12 in 1981. Prior to her current position, she taught at Astor Day Treatment at Green Chimney School. Diana teaches a resource room and inclusion/departmentalized Regents Biology classes. She enabled 2/3 of her special education students to pass the New York State Regents exam. Diana is active in community activities and has been the head specialist teaching nature at Mohonk Day Camp for 22 years. She has been involved in special projects with Project Wild and Project Wild Aquatic with her special ed students. Diana is

married to Jed R. Boone and they have a son, Kirby Boone. Diana's nephew currently attends Manhattanville College.

1992

James Carlson (MAT '92) is currently a Content Specialist and Department Head of Social Studies at Sussex Technical High School in Georgetown, Delaware. James was recognized for distinguished contributions to Social Studies in Delaware in 2004, 2007, and 2010. He is involved with international educational exchanges with the British Council and Checkpoint Charlie (Berlin, Germany). James spent two weeks in Berlin in the summer of 2009 studying German Education, Culture, and History, and German educational reform efforts. He was also involved in an educator exchange in 2010 with the Durham Authority in Durham, England, and the Harrow District in London, England.

2006

Anderson Jones (AJ) (MPS '06) was appointed the Math Department Chair at Mount Vernon High School in Mount Vernon, NY. AJ was selected by the Mount Vernon Council PTA as one of their 2011 honorees and was recognized at the Annual PTA Council Scholarship Dance on March 25, 2011.

2008

Marsha Milan Bethel (MAT '08) manages a night school program in Washington Heights that services young adults between the ages of 17-21 who are interested in obtaining their high school diploma. Two of the George Washington Young Adult Borough Center students were interviewed by the *Manhattan Times* and the article was published. The article is a testament of what the field of youth development and the program does for inner city youth. For access to the article, go to: <http://www.manhattantimesnews.com/2011/program-helps-high-school-students-reach-goals.html>

Jennifer Ottati (MPS '08) is currently teaching Special Education at North

Salem High School. Her fiancé **Justin Longobarti** (MPS '08) is teaching Special Education at Pelham High School.

2010

Sarah Bayzick (MAT '10) is working as a kindergarten teacher at the Greens Farms Academy in Greens Farms, CT. She graduated in 2010 and is certified in CT in childhood education.

Joseph Petrolo (MAT '10) is certified in Special Ed / Social Studies Grades 7-12. He is an Operations Manager at Zachys.

2011

Elizaveta Dukalskaya (MAT '11) was recently hired as a full-time French teacher at Irvington High School. Elizaveta received her Masters in teaching this past May and received an Award for Academic Excellence in Foreign Language Education at the SOE Graduate Awards and Recognition Ceremony. She joyfully shared this announcement with her Manhattanville professors and credited their guidance and support during her years at Manhattanville. The SOE faculty's excitement about teaching that was shared in classes made her believe that teaching is one of the most wonderful professions.

In Memory

Carla Louise Mortelliti (MAT '08) passed away unexpectedly on August 24, 2011 at the age of 50. Carla was a beloved seventh grade math teacher at the West Rocks Middle School in Norwalk, CT. Prior to her rewarding teaching career, Carla worked in business at Bloomingdale's, Perugina, and as owner of Café a la Mode and Carla's Flower Box. Carla attended Maria Regina High School in Hartsdale, NY; SUNY Oswego; received a BBA in Business Administration from Pace University, and a Masters degree in Secondary Education from Manhattanville.

Carla's friends and students loved her tremendously. Friends remember her as a beautiful person from the inside out and that she loved life and family. She was a

Continued on page 8

School of Education Alumni News (Continued)

positive, caring person and touched many lives and made a positive difference in each of them. (Legacy.com, accessed September 13, 2011)

Christine Stiasni Gerli (MAT '72 / MAW '09) passed away peacefully on December 2, 2010 at the age of 83. Christine was an active member of the School of Education Alumni Board and recently received her Master of Arts in Writing at Manhattanville College. Christine received her Master of Arts in Teaching in 1973 from Manhattanville. She taught high school for several years. Christine also started Helping Hands, a nanny recruiting company. She was also involved in Habitat for Humanity in Budapest and traveled to China in her late 70's and 80's. Christine had a forty-year commitment to the Carver Center in Port Chester, NY which serves Port Chester's after school community. This culminated in 2009 when she developed a plan to create and underwrite the Feffi Stiasni Dance Studio at Carver Center, named after her deceased granddaughter who loved to dance. The School of Education treasures the memory of Christine, particularly her energy, commitment, and passion for community work, the arts, and education. Full obituary published in the Greenwich Times on December 5, 2010. Donations may be made to the Feffi Stiasni Dance Studio at Carver Center in Christine's memory.

2010-2011 ALUMNI EVENTS

School of Education Alumni Associations

The School of Education Faculty holds a passion for not only teaching current students, but for providing lifelong learning and success for alumni. The Faculty's involvement in the community and with current students and alumni in their respective areas was a catalyst for the formation of alumni groups for specific areas in education.

Alumni associations for individual departments are extremely valuable for School of Education alumni. These associations provide professional development, networking, the sharing of experience and expertise among teachers in specific program and grade level areas. Alumni report that their involvement in these groups has already been very valuable in that the sharing of information and experiences are specific to certain grade

Early Childhood Department and Alumni

By PATRICIA VARDIN

Now in its fourth year, the Early Childhood Alumni Association hosted a Fall conference on Saturday, October 2, 2010 at Manhattanville College.

The conference title was "Fostering Literacy Through the Arts in Early Childhood Education." The keynote speaker was Bill Gordh, Musician and Storyteller.

The Early Childhood Department and the Early Childhood Alumni Association co-sponsored the second conference on October 1, 2011 entitled "Using Technology in the Early Childhood Classroom." The keynote speaker was Dr. Michael Robb, Program Manager, Early Learning Environment at the Fred Rogers Center.

If you are interested in joining the Association, please contact Dr. Vardin at 914-798-2714.

This spring, the Early Childhood Department was highly involved in participating in the New York State Association for Early Childhood Education conference. Patricia Vardin and three students in the program, Julianna Deluca, Kathleen Senior, and Aparna Vasudevan, presented their research.

The Early Childhood Alumni Association attended the keynote speaker dinner, as a group, and were photographed with Sesame Street's Bob McGrath.

Patricia Vardin represented the Early Childhood Department at the National Association of Early Childhood Teacher Educators and became a member of the advocacy committee.



Bobbie Flynn, Jamie McLaughlin, Bob McGrath (from Sesame Street), Dr. Patricia Vardin, Rayna Alperstein, Dr. Diane Lang, Karen Villa, Mary Jo Chevalier, Susanne McHugh taken at the New York State Association for Childhood Education in May, 2011 at the Rye Town Hilton. Bob McGrath was the keynote speaker at this May conference.

Educational Leadership Network “Happenings”

By KATHY ROCKWOOD

The EDLEAD Network spring forum was held on April 11. The evening began with informal networking and then moved into the formal program that featured a panel of area administrators. “Effective School Leadership: Advice from the Top” was the focus of the presentations and discussion. Panelists included: Dr. Barbara Peters, Superintendent of Elmsford Union Free School District; Dr. Michael Hibbard, Assistant Superintendent of Instruction and HR of the North Salem School District; and Dr. Lenora Boehlert, Assistant Superintendent of Human Resources in the White Plains School District. Each panelist shared different, helpful recommendations and insights about getting the first administrative appointment and being successful in that first

leadership position. After a stimulating discussion, good food, and the finale raffle, the evening came to an end. It is gratifying to see that the leadership alumni/ae value coming back and reconnecting with former colleagues, current leadership candidates, and faculty. Sustaining a network of support outside of your respective organizations should be an important priority for everyone.

The fall EDLEAD Network forum took place Monday, October 17, 2011.

In the future we would like to recognize your accomplishments and leadership appointments. Please forward your news to Dr. Kathy Rockwood (kathy.rockwood@mville.edu).

Alumni Program Series Your Teaching Career: Landing The Right Job Demo Lessons and Interview Questions

The School of Ed Alumni Board developed and hosted this popular program on March 30, 2011. Over 50 alumni and current students attended.

Putnam Northern Westchester BOCES gave a presentation and demo of OLAS. Renee Gargano, the Executive Director for Educational Leadership at PNWBOCES and her team, Nancy Organ, Maria Biagni, and Michele Wilson, made the presentation.

Monique Reilly, Dana Ventura Landesman, Christine Reidel, and Margie Hunter spoke on effective demo lessons that can be used in the interview. They shared a personal interview form, sample interview questions, and an interview guide.

Roberta Fisher from the Manhattanville Center for Career Development spoke on tips for making yourself more marketable.

This program was particularly valuable in that the SOE

alumni shared their own experiences and insights into what is truly effective and impactful during the interview process for teaching positions.

Monique Reilly (MPS '00) is a fourth grade teacher at the Church Street School in White Plains, an adjunct instructor at the Manhattanville School of Education, and is the President of the Childhood Alumni Association and a member of the SOE Alumni Board.

Dana Landesman Ventura (MAT '05) is a social studies teacher at Bronxville High School and teaches AP World History. Christine is a social studies teacher at Bronxville High School with Dana.

Margie Hunter (MAT '06) is an art educator who has taught in several districts, including Yonkers. Margie is a member of the SOE Alumni Board.

School of Education Alumni Reunion Receptions Manhattanville Reunion Weekend

The School of Education held a Fall and Spring Alumni Reunion Weekend Reception on Friday, September 24, 2010 and Friday, May 13, 2011.

The Fall reception was attended by 75 School of Ed alumni and guests. The theme of the reception was “A Toast to the School of Ed” for expansion and accomplishments in alumni programming and academic areas, such as the new doctoral program and new certification areas. Attendees received a martini glass filled with chocolate and ready to toast during the Dean’s welcome remarks.

The Spring reception was the first time that the SOE

Alumni Board collaborated with the Manhattanville Alumni Board. The theme of the reception was Literacy and reception attendees were asked to bring a children’s book as a donation. Book donations for the Reunion Weekend were coordinated by Monique Prinos, Program Committee Chair of the Manhattanville Alumni Board, and donations were made to the Pajama Program of Westchester County.

School of Ed alumni who are authors donated their books for donation. Tricia Gross Clancy donated copies of her book *Dylan Remembers Daddy* and Stacey Ann Beitler donated her book *Willy Goes to the Farm*.

School of Education Alumni Program Qualities and Characteristics of An Effective Teacher

The School of Education Alumni Board hosted a student panel on November 3, 2010 comprised of elementary school students from the Church Street School in White Plains and high school students from Bronxville High School. The students and program was organized by SOE alumni Dana Ventura Landesman (MAT '05) and Monique Reilly (MPS '00).

The students addressed questions from a large audience on their perspectives of effective teachers and what characteristics that they valued in their teachers.

The audience of current teachers and potential candidates found it extremely valuable to hear from students themselves on how they felt about their teachers' qualities.



The student panel program drew a large audience of alumni and teacher candidates



High school student panelists from Bronxville High School



The Elementary student panelists from Church Street School



SOE Alum Monique Reilly with her student panelists from the Church Street School



Two of the panelists with their Mom with gifts from Manhattanville

School of Education Presents Its Alumni Awards to Five Alumni

Five School of Ed alumni were honored at the recent Graduate Awards & Recognition Ceremony on May 19, 2011.

The Alumni, their friends and family, and colleagues were in attendance at the ceremony. The award recipients received a certificate and a Tiffany engraved apple in honor of their achievement. Assistant Dean Laura Bigaouette and Director of Manhattanville Alumni Relations Teresa Weber presented the alumni with their awards.



Lisa Floryshak-Windman receives her award with her nominator Alan Sneath, Director of Visual and Performing Arts, New Canaan School District with Laura Bigaouette, School of Education (center) and Teresa Weber, Manhattanville Alumni Relations (left)



2011 SOE Alumni Award Recipients: (L to R) Lisa Floryshak-Windman, Cristine Gilliland, Cris Spinner, and Barbara Terraciano (missing: Stacey Beitler)

THE VALIANT EDUCATOR AWARD

LISA FLORYSHAK-WINDMAN

(MAT '02)

Lisa is an Art Teacher and teaches a variety of visual arts courses in the New Canaan Public School district. She is dedicated to her students and to the community.

Lisa advocates for helping students find their own voice and role as artists in society. Lisa had her ceramics students participate in shared art projects with classes from a high school in Colorado that exhibited different cultural perspectives. Lisa has invited local ceramics teachers to participate in a community shared lesson process with the goal of having an Empty Bowl dinner, where students gathered donated food and created a bowl to be sold and used in a dinner fundraiser for the Fairfield County Food Bank. Lisa encourages her students to work with local and regional non-profit galleries and museums. She has her students submit work to the museums and then rout the exhibits with them, demonstrating the need to support different organizations.

Lisa has published articles in the *NCECA Journal*, and *Studio Potter*, and started writing the Art Column for the *Knickerbocker Ledger*. Lisa has also led panel discussions at local and national conferences. Last summer, she was accepted and participated in an exhibition of wood-fired porcelain in Ganjin, Korea.

THE VALIANT EDUCATOR AWARD

CRIS CIRILLO SPINNER

(BA '80)

Cris Spinner developed a program of inclusion (she prefers the term "blending") that serves to integrate and socialize children with learning disabilities through play. This program was adapted in the entire Harrison School District.

Cris has been a tireless spokesperson for the special education department and a liaison to parents. Cris has a son with autism and her efforts to get her son the best education led her on the journey to become an advocate of special needs awareness.

Cris is a music teacher in the Harrison School District and has used her musical talents to produce an annual concert called Voices Heard to benefit Autism Speaks, a national non-profit organization raising autism awareness. The support from the school district and the community helped to raise thousands of dollars for this organization.



Cris Spinner (right) with her nominator Jeanine Pardey-Levine

THE INNOVATIVE TEACHING AWARD

CRISTINE GILLILAND

(MAT '06)

Cristine Gilliland designed a science project for her sixth grade physics class that used the 2010 Winter Olympic Games to engage students by taking the physics curriculum and applying it to a real world situation. This Olympics project provided the students with opportunities for in-depth research into an Olympics event and allowed them to apply the physics concepts to that event. Cristine also incorporated 21st century topics into the assignment, such as sustainability, politics, literature, and technology.

Cristine's students commented how valuable the assignment was in helping them learn physics with real world applications.

The Olympic Committee included Cristine's physics course design and included it as part of its educator's resource section on the official Olympics website.

Barbara has been involved with the SOE and has served on panels, co-authored articles with faculty, and presented in national forums representing both Edison and the SOE.



Barbara Terracciano (left) with nominator professor JoAnne Ferrara.



Jennifer Gilbert, Chair of Science Department at Scarsdale Middle School, introduces Cristine Gilliland (left) for her award.

THE ALUMNI AWARD FOR PUBLICATIONS IN PK-12 EDUCATION

STACEY ANN BEITLER

(MPS '05)

Stacey Beitler recently published two books so far in a series that focus on character education at the elementary school level. The books are *Willy Goes to the Farm* and *Willy Makes a Friend*. In the books, Willy the Worm teaches important lessons about courage, fairness, and self-esteem. The books help to support parents and teachers in their efforts to instruct young children about important lifelong character traits.

Stacey is a former first grade teacher in the Rye City School District and is now a full time mother and author/illustrator of children's books.

THE DISTINGUISHED SERVICE AWARD

BARBARA CLARKE TERRACCIANO

(MPS '05)

Barbara is a teacher at the Edison Community School in the Port Chester School District. She has been an important part of the field-based education for the School of Education's Childhood Department.

Barbara has worked tirelessly with graduate education students doing their field based work in her classroom gain an understanding of theory and practice of classroom practice. Barbara goes above and beyond to work with teacher candidates to help facilitate their understanding of the classroom and meets with candidates before and after class to make sure that they are comfortable.

Barbara also works with SOE professors to make sure that they are integrated in the collaborative process of field-based training.



SOE Alum Monique Reilly (MPS '00) (left) and past Alumni Distinguished Service Award recipient, with Cris Gilliland.

School Of Education 2012 Alumni Awards

SOE Alumni Awards

Distinguished Service Award

Honors a SOE Alumnus who has contributed to the SOE through involvement in programs, events, panels, mentoring, and “gives back” as an educator to the student community.

Valiant Educator Award

Honors a SOE alumnus whose career and community accomplishments reflect the Mission of Manhattanville College or the School of Education by contributing to the ethical and social growth of the population he or she serves.

Inspirational Recent Alumni Award

Recognition for a young SOE graduate (within the last decade) for exceptional contributions to the field of education and/or to the community.

Alumni Innovative Teaching Award

Honors an alumnus who has demonstrated innovative teaching that positively affects PK-12, or higher education students’ motivation and achievement.

Alumni Scholarship Award in Education

Presented to an SOE Alumnus who has published notable scholarship in the field of education. Scholarship includes research or publications (books, articles).

Alumni Award for Publications in PK-12 Education

Awarded to an SOE Alumnus who has created publications (children’s literature, curriculum design, technology guides) that foster teaching, learning, and development in the PK-12 setting.

CALL FOR NOMINATIONS

The School of Education Alumni community is looking to recognize its distinguished and talented alumni who embody the mission of Manhattanville College and the School of Education.

Award recipients will be recognized at the School of Education Graduate Awards Ceremony in May 17, 2012.

Nominations are being accepted now. The deadline for submissions is March 30, 2012.

Submit nominations with an explanation of how the candidate supports the criteria for the award. Nominations can come from the candidate’s students, professional peers, or supervisors. You may also self-nominate. Self-nominations must be supported with recommendations from students, peers, or supervisors.

Nominations may be submitted online: <http://www.mville.edu/AcademicsandResearch/SchoolofEducation/Alumni/AwardNominations/AlumniAwardNominations.aspx> or via email to Laura Bigaouette at Laura.Bigaouette@mville.edu

Doctoral Program Launched at Manhattanville School of Education

The School of Education launched its new doctoral program in Fall 2010.

The Doctoral Program has made much progress over the last academic year. Nine new doctoral courses have been developed by the faculty and have been reviewed and approved by the College APC. The Doctoral Program has full-time faculty dedicated to it: Dr. Yiping Wan who is the Coordinator of the Doctoral Program, faculty Dr. Steve Caldas and Dr. Bob Monson, and the Coordinator of Applied Research and Fieldwork Renee Gargano. The Doctoral Program also identified a cadre of successful practitioners as clinical faculty, and has hired Dr. Joanne Marien and Dr. Jere Hochman as the first two clinical faculty members.

Over the last academic year, several new policies, procedures, guidelines and various forms have been developed, in addition to the Doctoral Student Handbook. All doctoral students

in Cohort 1 and Cohort 2 have developed a fully functional ePortfolio. Doctoral students have been involved in many on- and off-campus academic activities, such as participation in the second Student Research Day, conducting workshops for the CSI and local educational communities, and presentations to the NCATE team.

Cohort 3, like the previous two cohorts, has attracted large pool of highly qualified candidates. As a result of efforts to diversify the student population, we are pleased to have been successful in admitting a number of minority doctoral candidates.

Most doctoral students in Cohort 1 are about ready to move into the dissertation proposal development phase. In preparing for dissertation supervision, the Doctoral Core Faculty conducted one workshop in Spring 2011 to help the SOE faculty understand the roles and responsibilities of being a dissertation committee chair and/or member. Two more workshops are forthcoming.



Cohort 1 doctoral students, doctoral program faculty, and School of Education Dean and faculty at the program launch reception in Fall 2010.



Cohort 1 doctoral students with program coordinator, Yiping Wan (center).



Dr. Yiping Wan became Professor and Coordinator of Doctoral Program in Educational Leadership at Manhattanville College on October 1, 2009.

Over the past 20 years, Dr. Wan has coordinated two successful doctoral programs at Roosevelt University and at the University of North Florida. Dr. Wan also led the faculty in the development of the first doctoral program at Kennesaw State University: a Doctor of Education with Education Specialist embedded and with five concentrations in Early Childhood Education, Adolescent Education, Diversity, Educational Leadership, and Instructional Technology. Dr. Wan has worked with over 200 doctoral students over the years, and has finished chairing and co-chairing eight doctoral dissertations in addition to serving on many doctoral dissertation committees.

Dr. Wan has held several faculty and administrative positions

Stephen J. Caldas is a Professor of Educational Leadership at Manhattanville College in Purchase, New York. He is the author of the book *Raising Bilingual-Biliterate Children in Monolingual Cultures* (published by Multilingual Matters in 2006) and co-author of the book *Public Education—America's Civil Religion: A Social History* (with Carl L. Bankston III, published by Teachers College Press in 2009). He has co-authored three previous books with Carl L. Bankston III. Stephen has authored or co-authored more than 65 articles and book chapters. His research interests include the social, policy and legal contexts of education, with a specific interest in bilingual education.



Robert Monson is an Associate Professor of Educational Leadership and is also an Adjunct Associate Professor in education leadership at Teachers College, Columbia University, where he coordinates the Education Policy Fellowship Program. Across seven states he has served public school children in the capacities of teacher, high school assistant principal, high school

principal, assistant superintendent, and four superintendent positions in Ohio, Massachusetts, Minnesota and New York. From 1990 to 2000 he taught in Lesley University's national curriculum and instruction masters degree program. He has

at various institutions of higher education in both the USA and China, including two college deanships for over eight years in the USA. Dr. Wan earned his Ph.D. and master degrees, both in Educational Administration, from the University of Texas at Austin. He was awarded tenure at University of North Florida in 1996, and was awarded tenure at Kennesaw State University in 2003. His research and teaching interests include diversity and global education; program evaluation and staff development; higher education and administration; curriculum development and instructional leadership; planning and change process; and partnership and community relationships. He has presented academic papers at many national and international conferences, has published over 20 articles and monographs, and over a dozen books and book-chapters, in both Chinese and English. Dr. Wan was a distinguished visiting professor at Johnson & Wales University, a distinguished international educator in Mainland China and Taiwan. He has won several awards on teaching, research and services. He trained not only educational leaders, but also business and civic leaders, including MPA, MBA and EMBA students. He also assisted in the establishment of the first graduate program in Education in Belize.

Steve specializes in multivariate statistical modeling. He was formerly a professor at Hofstra University and the University of Louisiana—Lafayette, and a visiting professor at McGill University in Montreal and L'Ecole nationale d'administration publique in Quebec City.



served as a member of the advisory board of the Harvard Principals Center where he led dialogues among principals and superintendents. In 1997, he was a visiting faculty member at the Harvard Graduate School of Education. In recent years he has served as a consultant for ASCD, Public Agenda, the Annenberg Institute for School Reform, and the Tri-States Consortium. Currently, he is engaged in principal professional program initiatives in China and Bhutan and is leading a U.S. field test of the Pre-University Program for the University of Cambridge (UK). He has co-authored two volumes on performance assessment and has published numerous journal articles on curriculum, assessment, and literacy education. His professional interests lie in leadership development, curriculum and learning, formative student assessment, and public engagement.

School Of Education Doctoral Program (Continued)

Profiles of some of the doctoral candidates who represent the first cohort of the doctoral program.

Cheryl Champ

I began my career in education 18 years ago as an itinerant strings teacher in rural South Carolina. I taught in SC for three years, in the Raleigh, NC area for three years, then moved back to my hometown (Saragotga Springs, NY), and taught in the capital region for three and a half years. Having completed my MS in administration at that point, I accepted a position as an Assistant Principal at Cohoes Middle School. It was an incredibly challenging and dynamic job where we worked collaboratively to improve student performance on the state ELA assessments and moved from being a SINI school to a school in good standing. My husband and I relocated to the NYC metro area, and I was fortunate to find a job in the Lakeland Central School District. I have served as Principal of Lakeland High school for five years. This past year, I participated in the Education Policy Fellows Program, a partnership between P/NW BOCES and Teachers College. Through this professional development program, I had the opportunity to work with Dr. Bob Monson. He introduced me to the Manhattanville program and encouraged me to apply. The program design was a perfect fit for my schedule and professional goals. It is a supportive, cohort based program. The professors are incredibly bright, experienced, and committed to the students. It's a wonderful, challenging program, structured to support the collective and independent work of doctoral students who also have full-time jobs. I would highly recommend this program to anyone who wants a doctorate to achieve their personal and professional goals, and who is ready to commit the time and effort to achieving this milestone.

Emily Hersh

My professional career includes employment in the Yonkers, Peekskill, and the Mt. Pleasant Blythedale public school districts. Currently, I am the principal of the Mt. Pleasant Blythedale School in Valhalla, NY. This is a special act district that services students who are patients of Blythedale Children's hospital. We offer students an opportunity to learn while their bodies heal. I believe it takes a strong thoughtful leader to support his or her community. I aspire to be a well educated leader who supports the construction of a vision and mission and inspires passion in public school communities that will afford opportunities for all.

Margaret Ruller

Margaret is the Curriculum Supervisor for ELA and ESL programs in the Arlington Central Schools located in Dutchess County. Over the past four years, it has been her primary responsibility to lead the district's literacy change initiative – moving from a system lacking a cohesive, articulated literacy

curriculum to a district with a standards-based balanced literacy reading and writing program, K-12. Mrs. Ruller currently supports and scaffolds the work of K-5 classroom teachers, K-12 reading and ESL teachers, and 6-12 ELA teachers, all of who provide important contributions to the success of this change process. Prior to joining the Arlington Central Schools, Mrs. Ruller had served as an elementary principal, assistant principal, and an elementary classroom teacher in Westchester and Orange Counties. She resides in Northern Westchester with her family.

Amy Watkins

I began teaching fifth grade in Dutchess County in 1995. After working in elementary school and taking on the additional role of systems operator for the computer network, I transitioned to the middle school teaching sixth grade for four years. Having the opportunity to support teachers integrate technology into their lessons uncovered my passion to work with teachers on curriculum and instruction. I received my SDA from MCLA and have been an administrator for the past six years in Westchester County. I made the decision to obtain my doctorate from Manhattanville College because of their practitioner-based model. I wanted to develop my leadership skills particularly around curriculum and instruction. I have been pleased with the model that has evolved and the amount of support provided from the professors and most importantly my cohort. Without their ongoing support and feedback this would be a daunting process and much less enjoyable.

Scott Wynne

Scott is currently the Assistant Principal of Eastchester Middle School, having previously served as a Dean of Students at George Fischer Middle School in Carmel, Assistant Principal of P/NW BOCES Regional Summer School and a math teacher, math department chair and coordinator of math remediation services in the Yorktown Central School District. The Manhattanville doctoral program is providing Scott with the opportunity to expand his leadership abilities through an in-depth study of educational theory and practice, close collaborations with other local building-level and district-level leaders, and a professional staff that understands the importance of a practitioner's needs. The program is helping him coalesce and exemplify the often divergent worlds of scholarly research and real-world problems. Scott's dissertation is slated to examine the relationship between elements of school climate and student achievement at the middle school level.

SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

Student Research Day

The Second Annual School of Education Student Research Day was held on April 6, 2011.

This event was coordinated by Ellis Barowsky, Chair and Associate Professor, Department of Special Education; Courtney Kelly, Assistant Professor, Literacy Department, and Kristin Rainville, Chair and Assistant Professor, Literacy Department.

Graduate education students presented their research topics and projects. The student and topic was introduced by their faculty sponsor.

Posters presenting students' research and significant projects were displayed during the Student Research Day session. A discussion between the attendees and poster authors took place during the program.

The next Student Research Day is on **Wednesday, April 18, 2012**.

Below are the student presenters, research topics, and faculty sponsors. :

PRESENTER	TOPIC	SPONSOR
Paul Fanuele	The Need for Professional Learning Communities	Prof. Y. Wan
Ellen Sargent	Enhanced Learning by the Students Prof. Creation of an Historic Video about the Topic They are Studying	Prof. H. Krasnow
Keith Radcliffe	Strategies to Motivate Risk Taking in the Primary Grades	Prof. K. Cunningham
Timothy Conway	A Policy Brief for Online Learning in New York	Prof. Y. Wan
Dara Kane	Art Strategies: A Self-Study of Teacher Practices	Prof. D. Lang
Katie Cairney	The Transition Planning Process from School to Adult Life Reading Program In First Grade	Prof. E. Barowsky
Ronald Hattar	A Policy Brief on Gifted Education in New York State Schools	Prof. Y. Wan
Siu Poon	Student Diagnosed with Autism Spectrum Disorder and Cerebral Palsy: A Single Case Study	Prof. V. Austin
Victoria Treacy	Bullying: Developing Resiliency	Prof. D. Lang

POSTER SESSION

PRESENTER	TOPIC	SPONSOR
Stephanie Balsky	Media and Academics, Can We Combine the Two?	Prof. K. Cunningham
Valerie J. Berman	Benefits of Looping in a Jewish Supplementary School	Prof. D. Lang
Craig Brendli	Teacher and Administrator Perceptions of the Efficacy of Sensitivity and Anti-bullying Programs Relative to Students Who are Members of the LGBT Communities in their Schools	Prof H. Krasnow
Julia Butironi	Manipulatives to Reduce Mathematics Anxiety	Prof. D. Lang
Adriana Cambareri	Using Spelling Strategies and Games to Promote Successful Spellers	Prof. D. Lang
Patricia Casey	Special Educators' Beliefs about Collaborative Teaching (Co-teaching)	Prof. V. Austin
Leanne Cipolla	Integrating the Arts into the Literacy Curriculum	Prof. K. Cunningham

Continued on page 18

SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

PRESENTER	TOPIC	SPONSOR
Sarah Curry	Meditation in the Elementary Classroom	Prof. D. Lang
Stephanie Durso	What Can Drawings or Pictures Show About the Knowledge of Literacy of Preschool Age Children?	Prof. K. Cunningham
Aliza Fliegelman	The Leader in Me	Prof. D. Lang
Emily Hersh	The Grading Policies	Prof. S. Caldas
Paul J. Lennihan	Minimizing Interruptions and Disruptions While Assisting a Large Student Group During Independent Seatwork Time	Prof. H. Krasnow
Lyndsay Messina	Developing Social Skills Using a Group Dynamic Approach: A Single Case	Prof. V. Austin
Monique Reilly	The Effect of Physical Activity on Academic Achievement	Prof. S. Caldas / Prof. Y. Wan
Abigail Rittinger	A Case Study of Dual Language Education in a Public School Setting	Prof. D. Lang
Nicole Schimpf	Teachers' Perceptions, Experiences and Attitudes About RTI Initiatives	Prof. S. Caldas
Kathleen Senior	A Study of Guided Reading and the Use of Leveled Books in First Grade Classrooms	Prof. D. Lang
Janette-Leigh Taylor	How to Make Social Studies Text Comprehensible for English Language Learners	Prof. E. Barowsky
Amy L. Watkins	Is Homework An Effective Tool to Increase Student Achievement?	Prof. Y. Wan
Nicole Welge	Sink or Swim	Prof. D. Lang
Christian Wolfgruber	Teacher Preparedness: Teaching Students with Special Needs in the Inclusive Classroom	Prof. V. Austin
Lauren Woodward	Professors' Attitudes Towards Disability and Willingness to Provide Reasonable Accommodations	Prof. E. Barowsky
Scott J. Wynne	The School Calendar Debate: An Examination of Implementing Year-Round or Extended Year Education Programs	Prof. S. Caldas / Prof. Y. Wan

School of Education Adjunct Is Recognized

The School of Education gave special recognition to Lisa Griffin at the SOE Adjunct Orientation in August 2010.

Lisa teaches many courses in the Special Education department. Former Special Ed Chair Ellis Barowsky said that Lisa's student evaluations are consistently positive. She is always willing to help students and has been a great resource for the department.

Manhattanville Masters in Physical Education Program

RHONDA CLEMENTS
Professor / MPE Program

Rhonda Clements noted that SOE MPE graduate students were recognized by the National Association for Sport and Physical Education for contributions to a brochure entitled *101 Tips for Increasing Physical Activity in Early Childhood*.

School of Education Distinguished Lecturer Series

Each year, the School of Education hosts a Distinguished Lecturer series where it invites leaders and innovators in the field of education to Manhattanville to speak.

Dr. Daniel Domenech was the distinguished lecturer on October 13, 2010. The topic for his lecture was "The Great Education Conversation: Reformers and the Establishment." Dr. Daniel Domenech is currently the Executive Director of the American Association of School Administrators (AASA), and has held this position since July 2008. He has been a member of AASA since 1979, and served as President from July 1998 to June 1999, leading its 16,000 members. He has more than 36 years of experience in public education, 27 of those years as a school superintendent.

Manhattanville College played host to **Kathleen Grimm** as the Distinguished

Lecturer on February 2, 2011. Her topic was "Children and the Challenges Surrounding Their Education." Ms. Grimm is an alumna of Manhattanville College (BA '67).

Kathleen Grimm is the Deputy Chancellor for Finance and Administration at the New York City Department of Education. In this position, Kathleen Grimm has helped guide and propel the Children First reforms initiated in 2003 that have improved student test scores and graduation rates. Kathleen Grimm currently supervises the business operations and special education services to New York City schools; specifically food, student transportation, safety, school facilities, health, guidance, and the School Construction Authority. Most recently, Ms. Grimm worked with Mayor Bloomberg in the protection and safety of the city's public school students.

Harvey Goldberg was the distinguished lecturer on April 14, 2011. Harvey's topic was "Mental Fitness: Becoming Mentally Prepared for Extraordinary Performance."

Harvey Goldberg is an Executive Coach with VISTAGE, a pre-eminent organization for the personal and professional development of business owners, company presidents and CEOs. Mr. Goldberg has presented his novel approach to improving communication, teamwork, and performance to over 2,000 CEOs, business owners, and teachers in 50 different cities around the country, and the United Kingdom. He has expertise in operations, managing change, and creating, leading, nurturing, and maintaining a work environment. Helping people grow and maximize their potential has become Harvey's life's work and passion.

Kappa Delta Pi

RICK HECKENDORN, KDP ADVISOR & ASSISTANT PROFESSOR-CURRICULUM & INSTRUCTION

KDP runs several programs during the year. One of our KDP programs consisted of a group of SOE alumni talking about their experiences during their first week of school. This provides valuable information and advice to teacher candidates who are soon to graduate.

KDP programs are open to any SOE alumni who would like to present on a topic to teacher candidates.

Why should an alumnus consider joining KDP? It is a national association

of educators who network with other educators. To join, you need to have had at least a 3.25 average GPA, were part of our college's education program with having completed at least 12 credits, and provide a short one-page essay about why you want to devote or have devoted your professional life to education. You will be awarded a KDP certificate in a ceremony attended by the Dean of the School of Education, the Provost, and the President of Manhattanville College.

We look to organize several wonderful events for the upcoming school year. Consider joining us by emailing Dr. Heckendorn at Rick.Heckendorn@mville.edu and to obtain information about our future meetings.

You deserve to give yourself the opportunity to meet other teachers and students about to become teachers to maintain a strong network of professional friends. We can help you with that network. Join us!

Curriculum and Instruction Department News

JOANNE FERRARA, CHAIR

Field-based courses for the childhood and secondary education programs in our professional development schools (PDS) continue to provide environments which support our teacher candidates' growth and development. Each course is uniquely designed to respond to both the needs of the PDS classroom as well as the needs of our candidates. By doing so, we have found everyone engaged in these shared learning experiences benefits. The classroom teacher benefits from the expertise of the professor and fresh ideas of the teacher candidates. Likewise, the professor benefits from the classroom teacher's knowledge and skills and, most importantly, the children benefit from the combined expertise brought into their classroom each week.

Participants commented:

"The course reminds me to use more best practices. It's encouraging to see the beginning teachers are learning and using effective strategies." *Classroom teacher*

"I feel that learning about something is not enough if you can't experience it for yourself." *Childhood teacher candidate*

"The course allowed me to view strategies that other teachers used, then find connections to what we were learning in the course." *Secondary teacher candidate*

"I really like the work we did and I keep wondering about it." *Student*

"By the time they get to student teaching, pre-service teachers understand how to deliver a lesson and appreciate the

dynamics of a classroom." *College professor*

Valuable insights such as these and others collected throughout the years have helped to shape the department's future direction. As a result of participants' feedback about their shared experiences we have modified our programs to reflect more field time in classrooms, new course assignments, expanded site-based offerings, and hired classroom teachers as adjunct faculty. Moving forward we will continue to use feedback to inform our decision making and to respond to needs of our students and those we serve in the local community.

Professional Development Schools

JOANNE FERRARA

Professional Development Schools (PDS) are well known as vehicles for school renewal and change; these powerful school/university partnerships have the ability to transform educators' practices and roles. Over the years we have witnessed members within our PDS network engage in transformative practices; for example, teachers assuming leadership roles, teacher candidates hosting service learning projects, and school administrators serving on college committees.

The eight professional development schools are in various stages of growth with one established almost a decade ago, and the most recent one started last year. Each PDS has a unique focus

based upon the needs of the school or the supports provided by the college. For instance, at Edison, teachers have written articles for publication and serve on national boards; at George Washington, teachers serve as adjunct professors and co-teach field-based courses with college faculty; at Jefferson, the former principal works with leadership candidates during their internships, and a professor ran an after-school program; at Park Ave, students teachers were part of the digital storytelling project and the principal along with teachers presented at the annual CSI conference; at R.J. Bailey, student teachers helped classroom teachers implement a new science program; at Fox Lane, teachers

are conducting action research and teacher candidates are hired as year-long interns; at Claremont a program focused on persistence and college was hosted by teacher candidates and their professor; and at Hamilton teacher candidates provided after-school math support to several students in 11th and 12th grades helping them to pass the Regents exam.

Regardless of their focus or special initiatives, all PDSs share the common goal to improve outcomes for their constituents. Without a doubt, our PDSs are successfully meeting the needs of individual schools and helping to create transformative experiences for all.

Changing Suburbs Institute®

LAURA BIGAQUETTE, DIRECTOR-CSI

The School of Education's Changing Suburbs Institute is the signature theme for community outreach and program development. The Changing Suburbs Institute (CSI) uses evidence-based information to make discoveries about ways to best educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. CSI's major program goals are: teacher and leadership development, collaboration, parent education, and dissemination of information.

CSI Educational Forum

The Sixth Annual Educational Forum was held on Friday, April 8, 2011 at Manhattanville. The theme of this year's conference was Dual Language for ELLs and Immigrant Students.

We were honored to have such high-powered keynote speakers again this year. The conference keynote speakers were:

Pedro Noguera, Ph.D., the Peter L. Agnew Professor of Education, at New York University; author of *The Trouble With Black Boys...and Other Reflections on Race, Equity, and the Future of Public Education*.

Dr. Noguera's keynote topic was "Creating Conditions for Student Success: "What It Takes To Leave No Child Behind."



Pedro Noguera delivers his morning keynote speech at the forum



Westchester County DA Janet DiFiore gives opening remarks

Virginia Collier, Ph.D., Professor Emerita of Bilingual Education/Multicultural/ESL Education at George Mason University in Fairfax, Virginia and **Wayne Thomas**, Ph.D., Senior Researcher, are best known for their work on school effectiveness for linguistically and culturally diverse students. They are co-authors of a new book *Educating English Learners for a Transformed World*.

Collier and Thomas' keynote topic was "Why Dual Language Education Works for All: Convincing Evidence."

Westchester County District Attorney Janet DiFiore gave opening remarks for the conference.

Several workshops were presented at the forum. They were developed and presented by SOE faculty and administrators and teachers from local Westchester school districts:

- **Found In Translation: Understanding Student Behavior**
Presented by Diane Gomez, Assistant Professor of TESOL/ Special Ed - Manhattanville College; Diane Lang, Assistant Professor of Childhood/Early Childhood - Manhattanville College; Micheline S. Malow, Assistant Professor of Special Education - Manhattanville College; and Leslie C. Soodak, Professor and Chairperson, School of Education - Pace University
- **Planning, Designing, and Implementing An Effective Dual Language Program**
Presented by Rina Esquivel, Teacher, Park Avenue School - Port Chester School District; Maria O'Brien, Teacher, Park Avenue School - Port Chester School District; Rosa Taylor, Principal, Park Avenue School - Port Chester School District

• **Differentiated Instruction For English Language Learners: Intervention Activities Based On The Five Essential Components Of Reading Development**

Presented by Jackie Cabrera, Teacher – White Plains School District; Mary Ann Maric, Dual Language Teacher – White Plains School District; Yolanda Rodriguez, Teacher, Dual Language Kindergarten Zone – White Plains School District

• **Planning, Designing, and Implementing An Effective Dual Language Program**

Presented by Rina Esquivel, Teacher, Park Avenue School - Port Chester School District; Maria O'Brien, Teacher, Park Avenue School - Port Chester School District; Rosa Taylor, Principal, Park Avenue School - Port Chester School District

• **An Insider's View On Leading Change: Planning, Persistence, and Professional Development**

Presented by Margaret Ruller, Curriculum Supervisor-Arlington Central Schools and doctoral candidate at Manhattanville College School of Education.

• **Dual Language Programs As A Tool For Fostering Socioeconomic Integration**

Presented by Stephen J. Caldas, Professor of Educational Leadership - Manhattanville College

Over 160 teachers, administrators, students, and community organizations attended the conference. This was the largest attendance at any CSI educational forum.

The annual educational forum was sponsored by the Park Avenue School, Port Chester School District; the Port Chester School District; the Hudson Region Higher Education Task Force on Inclusion; TD Bank, Putnam/Northern Westchester BOCES; Pearson School Achievement Services, and Santillana USA.

A central goal of the Changing Suburbs Institute® is to provide program and professional development to schools, teachers, administrators and teacher education programs.



Teachers from the White Plains School District, Jackie Cabrera, MaryAnn Maric, and Yolanda Rodriguez, present their workshop on Strategies for Differentiated Instruction for English Language Learners



Rosa Taylor, Principal of Park Avenue Elementary School, presents a workshop with Park Ave teachers Rina Esquivel and Maria O'Brien



Virginia Collier and Wayne Thomas deliver the afternoon keynote address.

CSI Consortium

The CSI Consortium is comprised of CSI program members and participants from the CSI member school districts and community organizations. Consortium meetings are held bimonthly throughout the academic year. At each meeting, guest speakers share best practices – programs and initiatives that are successful in school districts and classrooms. This has resulted in information shares across districts and the implementation of programs in districts that have been successful elsewhere.

Practices of excellence that have been presented at this past year's consortium meetings were Character Education in Diverse Schools (Phil Fusco, Ph.D., Academy of Character Education at the Sage Colleges), and Interrupted Education (Helaine Marshall, Ph.D., LIU).

Manhattanville's role with CSI is to (1) bring together stakeholders involved in and interested in promoting Hispanic students' achievement; (2) work collaboratively with these stakeholders to develop and assess programs that are both experimental in design and validated by prior research; and (3) bring greater awareness to the achievement gap challenges that exist in school districts so that time, attention, and resources are provided to begin to close the gap. As a result, Manhattanville will enhance its ability to develop teacher candidates because of its increased interaction with and understanding of changing suburban school districts. For example, Manhattanville is already providing additional multicultural experiences for teacher candidates

CSI Hispanic Parents Leadership Program

CSI has an important program component called the Parents Leadership Institute. CSI, in collaboration with some of its partner school districts (Ossining, Port Chester, and New Rochelle), plan and coordinate programs specifically for parents of Hispanic students in changing suburban schools. This program provides parents with information on the US educational system and helps them to be leaders in their communities and advocates for their children's education.

The Fifth Annual Hispanic Parents Leadership Conference is being held on Friday, November 4, 2011 at Manhattanville College.

Last year's conference was held at Manhattanville on Friday, October 1, 2010.

The keynote speaker for the conference was Luisa Liliana Costa, PhD from Bank Street College of Education in New York. Luisa gave an interactive presentation to the parents titled "The Magic of Words." Over 250 parents attended the conference which was held entirely in Spanish.

Several workshops were presented at the conference including: Help With Homework and Special Services and Inclusion for English Language Learners in the Schools.

The conference was planned by the CSI Parents Program Committee. The Committee membership includes Maria Flores (Port Chester), Zoila Tazi (Ossining), Marcella Levin (Ossining), Gladys Hernandez (Port Chester), George Castellanos

(Manhattanville), and Tina Guzzetti (New Rochelle). The Committee is chaired by Laura Bigaouette.

The conference was co-sponsored with Hudson Health Plan, HESC Hudson Region Higher Education Task Force on Inclusion.

A workshop for Hispanic Parents on Special Education was held at Manhattanville on Tuesday, June 14, 2011. This workshop was planned and organized by the CSI Parents Program Committee (see above). The purpose of this workshop was to provide parents of IEP students with fundamental information about special education terms and processes. Joan Black, Liaison for HESC; Mikki Malow, Assistant Professor of Special Education at Manhattanville; and Maria Flores, Edison Community School Coordinator, presented information about the special education designation process and the rights of parents in this process. Three additional sessions were presented for parents: "What You Can Do at Home to Help Your Child" by Lynn Huber, Assistant Professor at Manhattanville; "Helping Children with Learning Disabilities to Have Positive Behavior and Academic Success" by Joan Black, HESC Liaison, and Neil Garofano, Child Psychologist; and "Helping Your Child With Special Needs to Succeed" by Abby Deschappelles, Special Educator, and Stephanie Squires, Professor of Special Education, College of New Rochelle.

CSI Tuition Reduction

CSI is extending a tuition reduction for School of Education graduate courses for teachers and staff in CSI districts (Bedford, Elmsford, Greenburgh 7, Mamaroneck, New Rochelle, Ossining, Peekskill, Port Chester, and White Plains)

Mamaroneck receives a 20 percent tuition reduction.

School districts with Professional Development Schools — Port Chester, White Plains, New Rochelle, Greenburgh 7, Bedford, Ossining, and Elmsford — receive a 1/3 tuition reduction.

Contact **Laura Bigaouette** for information: (914) 323-5482.



*Penn Center for Educational Leadership (PCEL)
at the Graduate School of Education, University of Pennsylvania,
Putnam/Northern Westchester BOCES Center for Educational Leadership,
& Manhattanville College, School of Education*

are pleased to announce the creation of a new collaboration to expand the scope of professional development opportunities for school leaders in the region

*The following programs and services will be offered
as part of this collaboration:*

Penn Literacy Network English Language Learners Workshop Series

The three-day workshop series will be based on Penn Literacy Network's curriculum to address the needs of English Language Learners.

An optional 20 hours of additional independent work under the direction of Manhattanville College faculty will lead to three graduate credits.

Lower Hudson Valley Consortium for Excellence and Equity

A network of participating school districts will work toward improving achievement among diverse student populations through training, technical assistance, consulting and ongoing support.

Public Engagement Initiative

One Day Workshop in Community Engagement

The one-day workshop will introduce participants to productive and proven practices to engage the various "publics" in their districts.

School Leadership in Civic Engagement (SLiCE) Workshop Series

The five-day workshop series will present key concepts about constructive public engagement and explore application to specific public school organizations.

On-Site Consulting Services

On-site consultants will be available to provide a range of public engagement services for school districts as well as training and coaching to build district capacity.

Program Evaluations & School District Audits

PCEL team members will be available to provide customized program evaluations and audits.

Institutes for Chinese Educators

Chinese teachers, principals and ministry of education personnel will travel to the United States to attend a variety of professional development institutes. Connections with local school districts in the region will be facilitated.

*More detailed information will be disseminated in Fall 2011
For more information, contact Renée Gargano at
(914) 248-2395 or rgargano@pnwboces.org*

SCHOOL OF EDUCATION UPCOMING EVENTS 2011 – 2012

NOVEMBER

■ Learning Disabilities Worldwide Conference

Thursday, November 3, 2011
8:30 a.m. - 1:00 p.m. – Reid Castle
20th Annual World Congress on
Learning Disabilities

Topic: RTI Ten Years Later: What
Works! What Doesn't! Why?

Keynote Speaker: **Alexa Posny, Ph.D.**

Contact Vance Austin at
vance.austin@mville.edu or go to
www.ldworldwide.org/conferences

■ CSI Hispanic Parents Leadership Conference

Friday, November 4, 2011
9:30 a.m. - 2:00 p.m. – West Room,
Reid Castle

Speaker: Dr. Zoila Tazi, Principal Park
Early Childhood Center, Ossining
Sponsored by the Hudson Health Plan
Program held entirely in Spanish.

■ Dean's Symposium

Wednesday, November 9, 2011,
4:20 p.m. - 6:30 p.m. – West Room,
Reid Castle

Speakers: **Lenora Boehlert**, Assistant
Superintendent Human Resources,
White Plains School District; **Mark
Feiner**, Assistant Head of School,
Greenwich Academy, **Dr. Peter
Ianello**, Deputy Executive Director,
Division of Human Resources
and Talent, NYC Department of
Education

Professional Development credit
available

RSVP (914) 323-7180

DECEMBER

■ SOE Alumni Board Meeting

Wednesday, December 7, 2011
4:30 p.m. - 6:30 p.m. – Reid Castle

SPRING 2012 MARCH

■ Dean's Symposium

Wednesday, March 7, 2012,
4:20 p.m. - 6:30 p.m. – Reid Castle

Topic: TBD

Speakers: TBD

Professional Development credit
available

RSVP (914) 323-718

■ Changing Suburbs Institute® Seventh Annual Educational Forum

Friday, March 30, 2012
8:30 a.m. - 2:45 p.m. – Reid Castle

Keynote Speakers:

Ronald A. Berk, The Johns Hopkins
University

Betsy Rymes, University of
Pennsylvania

Conference Theme: TBD

Contact Laura Bigaouette for more
information.

APRIL

■ School of Education Distinguished Lecturer Series and Reception

Thursday, April 5, 2012
4:20 p.m.-6:00 p.m. – West Room,
Reid Castle

Speaker: **David Steiner**, Former
Commissioner of NYSED Dean,
School of Education, Hunter College

■ School of Education Program - Exploring Alternate Career Opportunities in Education

Wednesday, April 11, 2012
4:30 p.m.-7:00 p.m. – West Room,
Reid Castle

Co-Sponsored by SOE Alumni and
Office of Career Development

■ School of Education Third Annual Student Research Day

Wednesday, April 18, 2012,
4:30 p.m. - 6:00 pm – Reid Castle

■ SOE Alumni Board Meeting

Thursday, April 19, 2012,
4:30 p.m. - 6:30 p.m. – Reid Castle

MAY

■ SOE Graduate and Alumni Awards & Recognition Ceremony

Thursday, May 17, 2012,
4:15 p.m. - 5:30 p.m. – West Room,
Reid Castle

■ Graduate Commencement Ceremony

Thursday, May 17, 2012,
6:00 p.m. - 8:30 p.m. – Quad

NEW FACULTY APPOINTMENT FOR 2011-2012

■ **Susan Ringler Pet** is a visiting
instructor in English Education in
the Department of Curriculum and
Instruction for 2011-2012.

Susan is a doctoral student in the
Department of Curriculum and
Instruction, Literacy K-12, at the
University of Connecticut. She
expects to complete her degree
this fall. She received an M.S. in
Computers in Education at the
University of Rochester, and a B.A. in
English and Education at Dartmouth
College.

Since 2008, she has been an adjunct
instructor for undergraduate and
graduate students in the Department
of Curriculum and Instruction at the
University of Connecticut, where
she taught courses such as secondary
English education methods, teaching
literature for adolescents, and methods
of teaching secondary English/student
teaching seminar. Previously, she was
an education consultant, a freelance
writer, a curator of education, and a
fifth-grade classroom teacher.

School of Education Honor Roll

The School of Education wishes to acknowledge the following alumni, faculty, and friends
who made generous gifts to Manhattanville College and the School of Education.

This list represents gifts made between July 1, 2010 and June 30, 2011.

Name	Class of	Primary Education Degree	Name	Class of	Primary Education Degree
Cathy Acerbo *		Friend	Sheila M. Evers	1952	Bachelor of Arts
Michelina Affrunti *		Friend	Philip Fecher *		Friend
Richard R. Appell *		Friend	Sylvia D. Felix	1960	Master of Arts in Teaching
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Richard Baluha *		Friend	Judith M. Finamore	1972	Master of Arts in Teaching
Scott Baron *		Friend	Iris V. Finkelstein	1978	Master of Arts in Teaching
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David R. Bedard	2009	Bachelor of Arts	Joseph Gallagher *		Friend
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Kathleen Breisblatt *		Friend	Elizabeth Gonzalez	2006	Bachelor of Arts
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Olivia Nastasi.....	2009.....	Bachelor of Arts
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*Indicates gifts restricted to School of Education programs

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School of Education Alumni We Want to Hear From You!

Please update your contact information and provide us with any information that you would like to share in future editions of the SOE Alumni Magazine.

Name: _____

E-mail Address: _____

Current Place of Employment: _____

Position: _____

Year Graduated from Manhattanville College: _____

Degree and Areas of Certification: _____

Additional Degrees: _____

Awards / Honors: _____

Professional / Personal Recognition: _____

Career Moves / Transitions: _____

Community Involvement: _____

Special Projects / Activities: _____

Notable Accomplishments: _____

Personal News: _____

Please return to:

Manhattanville College – School of Education

Attn: Laura Bigaouette, Assistant Dean, 2900 Purchase Street, Purchase, NY 10577

Or via email at: laura.bigauette@mville.edu.



Support the Fund for Manhattanville!

Each year, undergraduate and graduate students alike benefit from the generosity of the thousands of alumni who came before them. Your gift to the Fund for Manhattanville is unrestricted and allows the College the flexibility to undertake new and innovative projects. We hope you will join us this year with a gift to the Fund.

Donate online at <https://www1.mville.edu/alumni/donatenow.html>
— it's fast, secure, and easy!

You may now direct your gift to the School of Education. Your gift will be unrestricted and will allow the School of Education to expand and to develop new programs and projects. You may specify that your gift be directed to one of the following:

- Donations for tutoring
- Giving Societies
- Sponsor a Coach for a teacher
- Named Awards (graduate awards for academic excellence or alumni awards)
- Events and Speakers

Thank you for your support!



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School of Education Alumni Newsletter

Manhattanville College

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